

REVIEW OF RELATED LITERATURE

2.1 Introduction

The review of the connected literature is of paramount importance for the researcher. A researcher needs to be aware of the related researches conducted in the field of study in the past. It is through the review of related studies that the researcher knows the researches that have already been carried out in the past and the gaps that have to be bridged up through conducting new researches.

According to Good (1972), “without the critical analysis of the existing literature, the researcher will be groping in the dark and uselessly, repeat the work already done. Therefore, in order to save time, energy and resources, it is necessary to take an in-depth review of all existing literature”.

This Chapter is devoted to the critical review of existing literature related to the present study. The presented review of related literature has a direct or an indirect bearing on this study. It was realised that the objectives of the study, the Chapter was divided into three parts:

- a) Studies related to implementation of various aspects of inclusive education practices.
- b) Studies related to inclusive education practices adopted by teachers.
- c) Studies related to opinions of parents of children with and without special needs about inclusion.

2.2 Studies Related to Implementation of Various Aspects of Inclusive Education Practices

Rane (1983)¹ studied that the resources/facilities found to be available to children with disabilities in Maharashtra. “The results of the study revealed that the Government of Maharashtra had not done any assessment regarding the facilities available to children with disabilities. No monitoring cell was set up to implement, monitor and evaluate the work. There was no specific Government policy for placement and education of children with disabilities in integrated setting. Administrators and institutions had to face a lot of problems and difficulties like non-availability of trained teachers, lack of training of teachers, lack of proper machinery, appropriate tools to identify children with disabilities and non-availability of instructional materials. This study help researcher in understanding that the monitoring and assessment of applicable policies is very essential. I absence of assessment; Institution do not take adequate step to implement the inclusive education practices”.

Singh and Prabha (1987)² tried to evaluate facilities provided to the physically handicapped students in integrated educational schools of Bihar. It was found that the available facilities were not accessed by the students for whom these facilities were provided. It was also found that although these disabled children were well accommodated/adjusted with their home and families but still it was found that there exists a high level of lack of connectivity and communication between the children and their family members. This study also reflects that the students are not getting adequate facility and there exist a lack of communication with parents.

Eckman (1993)³ in a study titled, “Attitudes of educators in GATEWAYS sites toward the inclusion of children with moderate or severe handicaps in regular education classrooms”, examined if attitudes of educators in sites that had been operating for

several years were different from attitudes of educators in sites that were newer. The data were collected from 543 respondents from thirty schools across Pennsylvania. Two factors ANOVA showed significant differences in acceptance of inclusion between elementary and secondary respondents. Respondents from elementary schools were in acceptance of inclusion. There were indicators that educators feel that the level of inclusion operating in their school is the best regardless of whether that is 100% inclusion or mostly special education placement. This study helps researcher in understanding the attitude of special educators towards differently abled students.

Pickett (1993)⁴ evaluated the relationship among structure of school, structure of culture and student thinking, views on diversity and inclusive education. The samples were selected from two middle schools from two different districts: one as consciously advocating for the principles of inclusion and the other with traditional approaches to education. Focus group technique was applied for data collection. Depth interviews were done with focus groups of seventh and eighth grade students and faculty. Significant structural and cultural differences were found between two schools. Additionally, students in both schools differed in their views of inclusive education. The students studying in traditional school had misconceptions and negative misinformation about people having disabilities, and also prevented themselves and their peers into different groupings. They characterized the possibilities of inclusion as a potential “disaster” and unanimously believed that it was a bad idea. On the contrary, the students studying in inclusive setup developed a broader and positive concept of disability, subsuming differences in a more accepting frame of “like us”. This study develops a thought of researcher that there is a false information and misconceptions spread in the school where there is no inclusive education setup. This misconception

makes a gap between general and CWSN. This gap needs to be bridge in due course of time.

Davis (1994)⁵ conducted a study on “Full inclusion of students with moderate to severe disabilities. How do administrators & teachers feel about it?” The philosophy of educating students having disability with moderate to severe in neighbourhood schools and even in regular classrooms has increasingly become recognized nationally as the “best educational practice”. Being able to attend the neighbourhood/home schools allow/permits these students to participate meaningfully in school situations with “normal” peers, just as they hopefully would in neighbourhoods. The term for this “practice” or “service delivery model” is called full inclusion. The study examined the views of regular and special education teachers and administrators on what is critical to ensure the success of full inclusion of students with moderate to severe disabilities in home/neighbourhood schools and determined their attitudes towards the inclusion of these students in home schools. Through this study researcher develops an understanding about the best educational practice for full inclusion where the attitude of school personals and resources are best in use.

Galis (1994)⁶ in pre-doctoral research titled, “Inclusive education: Attitudes and beliefs of special and regular educators in the state of Georgia” studied the provisions of services to students with disabilities. It was found that most of the respondents strongly agreed on the importance of making modifications in the classroom environment for disabled students who need them in adapting the particular environment. The respondents also believed that special education plays an important role in providing the valuable services to the students with special needs. They shared their opinion that the class size should be less than the normal classroom when students having various different types of disabilities are placed in regular classrooms. In this

study the participation of CWSN seems to be very effective which can be taken into consideration while adopting inclusive education practices.

Yeager (1994)⁷ carried out a study on “Analysis of absenteeism achievement & Self concept of elementary students in an inclusive classroom”. “The results of the study confirmed that the inclusive model for special education services was effective in the interaction of the positive self-concept with good attendance and produced similar results on student’s achievement. Although students with disabilities compared to their peers had enduring significant differences in the achievement levels tested, Class-within-A-Class results presented a positive academic self-concept and academic progress for all students involved”. This study develope an understanding about the absenteeism and effect of their absenteeism on the achievement of CWSN in inclusive classroom.

Afzali (1995)⁸ reviewed literature that when we include student with hearing impairment is in the general classroom and the perceptions of general teacher towards them in relating to inclusive education, in the study titled, “Inclusion of deaf students in the regular classrooms: Perceptions of regular educators and deaf educators”. Many educators believe that all students benefit when we provide education to CWSN in general classes. Many deaf educators believe that the purpose of educating these students is to teach them to function in a non-hearing society. This study assessed perceptions of teachers about the full hard-of-hearing/ inclusion of deaf/hearing impairment students in the general classrooms. There are various thoughts on inclusive education set-up desirability of various educational conditions were related to the respondent’s position and experience. This study develope an understanding related to the perceptions of teachers towards the inclusion of CWSN in inclusive setups.

Doyle (1995)⁹ made a qualitative inquiry to gain an initial understanding of (a) the roles and responsibilities of para-educators and (b) the interaction patterns among members of the instructional triad (i.e. para-educator, general educator and special educator) in the study titled, “A qualitative inquiry into the roles and responsibilities of para educators who support students with severe disabilities in inclusive classrooms” Findings indicate that there was a great deal of variability associated with what it means to be a highly effective para-educator. Three specific variables were identified as being related to paraeducator’s “effectiveness”. These variables are: affective characteristics of paraeducators’ attitudes towards students, para-educators’ responsibilities related to instruction and para educator’s support to the general and special educators in fulfilling their teaching responsibilities. This study develops an understanding about the roles of educators towards CWSN. Who support students with special needs in inclusive setups.

Herman (1995)¹⁰ evaluated that the elementary school principals for the feasibility for adopting programmes for inclusion in general classroom having severe and moderate disabilities the study titled, “Adaptation of regular elementary classrooms for children with moderate and severe disabilities: Inclusion practices from the Principal’s perspective. Elementary principals in this study identified 95% of the presented adaptations as significantly more desirable than feasible with demographic factors having little or no effect. Principals did not view implementation of the adaptations as impractical”. This study develops an understanding for the roleplay of leadership in implementing the inclusive education practices.

Thomas (1997)¹¹ in a study titled, “Inclusive schools for an Inclusive society” found that most of the opinions were against the integration of children with intellectual disorders in “England and the Educable Mentally Retarded (EMR) in the USA”. This study develops an understanding of the researcher through the voices the related

stakeholders that proper care is difficult to provide CWSN in inclusive education setup. Therefor separate institution may be structured.

Brown (1998)¹² initiated a study to guage the attitude of the faculty relateives towards inclusive education and therefore the relationship among the amount of years, variables of assignments related to education, and specific gender inclusive education views and experience. The findings suggests that there exists a huge difference between the inclusive education and tutorial assignment groups on the criterion variable of attitude. Also it's found that there's a big difference between the teachers', administrators' and counsellors' attitude towards inclusion. Further a big association was found between their attitude towards the variables of composite set and inclusive education: scholastic or academic kind of assignment, inclusive education challenges and experience, specific gender and no. of years in education. This study develops the understanding of importance of academic assignments given to CWSN.

Zahn (1998)¹³ in a study titled, "Perceptions and attitudes of elementary school teachers towards the practice of inclusion, its implementation, impact & future", found that all the teachers except a very few give their vote for the philosophy of inclusion on the other hand most of the teachers advocate that it is very difficult to teach CWSN in general school setting in the name of inclusive education. Pre-service and in-service training efforts did seem to be addressing instructional need of teachers working within inclusive classrooms. However, teachers still felt that the training they are receiving was not extensive enough to meet their needs. Whatever may be the attitude towards disabilities or the practice of inclusion, it is clear that teachers need support, both through local and state administrative practices and staff development. This study

develops an understanding of the researcher that teachers need training to handle CWSN.

A study by Barrafato (1998)¹⁴ examined the supports which contributed to the successful and effective inclusion of CWSN at the early years of school level. The result shows that the people were integrated themselves socially and adjusted to their settings. The various factors were identified by teachers and parents like resources, teacher's aid, increased number of support services, adequate and appropriate teachers training programme like in-service training for teachers and where the class size is small. It needs to be placed effectively to integrate children in general classrooms.

Ricciato (2000)¹⁵ study the There is a requirement of updated knowledge to teach students with multiple disabilities in general classroom. This study shows that there is no significant difference between the special teachers and general teachers for their professional development needs. It also reflects that the training given to to the teachers are congruent with the the effective factors given in the books and other literature. Many of the teachers has participated and like to participate in professional development programs. Nowadays these professional development programs are considered as a step towards inclusive initiative. The study says that, 93% of the teachers are of the view that includes n is good. They agreed for this very strongly and positive concept helps in the agreement for inclusive education set up. This study also discusses about the professional training of regular teachers and special educators time to time to deal with CWSN.

Naidu (2000)¹⁶ studied the conceptions that four teachers in a Midwest Urban Head Start programme held about inclusion in the study titled "head start teachers' conceptions of full inclusion of young children". Findings indicated that teachers (a) viewed inclusion of all students as a moral imperative, (b) believed that inclusive

education meant that all children were teachable, and (c) expressed their own Self efficacy and its sense is worth which has added the positive intervention on all the children with their defined the specific goals as a changing agent of society. This study develops an understanding about the effects of behaviours of educators towards CWSN in educational setups.

Wills (2000)¹⁷ carried out a study on the intervention of of restructuring the special schools and general schools in the name of of inclusive education by the government and the resource teachers for educators in Alberta. Four major findings emerged from this study. First, inclusive education is being constrained by government restructuring to the point where serious consideration is being given to abandoning inclusive education in favour of a more cost-effective segregated model of special education programme. Second, aspects of restructuring involving shared decision-making and the devolution of authority to the school site facilitated inclusive education. Third, aspects of restructuring inclusive education included: (a) the philosophical underpinnings of a business model that are incongruent with the philosophy of inclusion, (b) the emphasis on fiscal restraint, and (c) complete decentralization of responsibility for special education to the school site. Fourth, educators identified specific strategies for how effective inclusion could occur within the parameters of restructuring. This study reflects that government intervention for restructuring on inclusive education through the framing of policies. It also develops an understanding that policies are not adopted in letter and spirit.

Leyser, Kapperman and Keller (2004)¹⁸ has taken a study related to to cross culture entitled, “Teacher attitudes towards mainstreaming: A cross-cultural study in six nations”. The finding reflect that there is a differences in the attitude and aptitude for inclusion between the countries which were taken for study. The teachers of the

same country and Germany keeps the positive aptitude and attitude which attributed for the setting of of inclusion and practices the law 94-1423. Germany teachers shows positive attitude towards teaching general students and special students in inclusive setup. During the research study there is a lack of of education legislation in Germany and the Teachers of Germany were not provided adequate education related training. The integration and segregated settings of education was practiced at the experimental level. The study comparatively reflects that the attitude of educators towards inclusive education influence on the academic achievement of CWSN.

Ali, Mustapha and Jelas (2006)¹⁹ studied worked on the perceived knowledge and defined attitude towards general classroom teacher and teachers of education of various levels like primary, secondary as inclusion or inclusive education in Malaysia. It was seen through study that general classroom teacher keeps positive attitude towards inclusive education where different types of students having variety of disabilities. Teachers keep a common view that inclusive education is good. It brings children into the mainstream and we need to minimise stereotype negative attitude. The study shows that general teachers appreciate and agreed for the inclusive education.

Berwal (2007) initiated a study to guage the “impact of an intervention programme on awareness levels and Attitudes of highschool administrators, students and teachers towards students with disabilities in inclusive settings. the target of study was to review the impact of intervention programme on the notice and attitudes of highschool students, teachers and administrators towards pupils with disabilities in inclusive settings”. It was found that:

1. The intervention programme had a significant positive impact on changing the teachers' and administrators' attitude towards inclusion.
2. It was found in the study that the intervention programme had positively changed the attitudes and aptitude of academic leader and teachers. Their behaviour problems and disciplinary problems change with the intervention of various programs. 68% teachers agreed to the fact that they are upset very easily while handling children the disabilities as compared to other students.

The given study develops an understanding that intervention programme for awareness and attitude of academic leaders is very fruitful. It gives positive impact in changing the attitude of school personnel's towards CWSN.

Nayak (2008)²⁰ Find out the attitude towards inclusive education of teachers. titled, "Attitude of parents and teachers towards inclusive Education". The findings of the study stated that teachers were ready to face the challenges and looked forward to teaching in an inclusive classroom. The result of the study shows that there is really a significant difference when taking options from the teachers to teach in general classroom. This study shows the teachers are ready to face the challenges during curriculum transaction to CWSN.

Operti and Belalcazar (2008)²¹ in a study titled, "Trends in inclusive education at regional and interregional levels: Issues and challenges", found the research report shows that the schools related to special education and other institutions must improve and maintained apparel getup in general schools; is a question of of debate. At the same time the general School or on the call mainstream School for integrating children with disabilities are facing various challenges in adapting the related curriculum with appropriate pedagogy to the the specific disability child. This study reflects on

challenges and issues related to the inclusive education. which helps to understand the necessity of resources and amenities for CWSN.

Cocoran, T. (2009)²² studied the “Integration of Children with disabilities in a sample of Dublin Primary Schools. The study set out to discover the number of pupils with physical, intellectual or learning disabilities who were integrated into the regular primary schools in Durbin City of North area and to evaluate the actual practices of integration for the schools involved. The data was collected from principal, teachers and class teachers by using questionnaire in relation to 42 children with a variety of disabilities in 28 schools; the physically disabled children were 57%;the most prevalent disability was cerebral palsy; hearing impaired were 11%; 11% had a mild general learning disability; 19% had Down’s syndrome; 2% were emotionally disturbed; 67% of the schools had over 300 students; 36% had more than 15 teachers on staff; all but one of the schools had a full-time or part-time learning support teacher. The found results shown that very few parents of disabled children keeps involvement in their children’s classroom activities; 68% of schools did not have a statement of policy on integration in their School Plan; 53% of teachers had devised IEPs in respect of the students with SEN in their classes; 97% of teachers did not have professional training in teaching students with SEN; only 16% of integrated schools had been equipped with specialized resources. Schools had the support of the visiting teacher Service for one hour per week; 47% of the SEN students did not have access to the services of professionals such as Psychologists, Physiotherapists, Occupational Therapists, and Speech and Language Therapists”. This study seem to be statistical base which helps in preparing the type of resources for CWSN.

Pathy (2010)²³ conducted a study titled, “Pre-service trainees attitude towards inclusive Education”. The respondents in this study were full time teacher trainees of

C.I.E, Jamia Millia Islamia, Delhi University, New Delhi, and Maharishi Dayananda University, Rohtak. The sample consisted of 122 students, sixty-five females and fifty seven males. An adaptation of questionnaires used by Gordons (2005) and Choles (2006) were used for the collection of data. The research findings of the given study what's that a big number of free service trainees were agreed towards the the enrollment of CWSN in the mainstream. The responses of please service training seems to be positive towards the the enrollment of CWSN in mainstream. A big number of pre service training essentially required special skills on specific skills for the proper handling of CWSN. The trainers of pre-service replied positively towards the specific skill training. Majority of people see that the adequate number of resources related to CWSN is very essential. This study shows that the resources should essentially be there in the school. Here the resources include human resource and material resource.

Unnikrishnan (2010)²⁴ mentioned that 'Education for All' will be empty as mentioned by the Government of India if there would not be proper means to practise and implement them in the study titled, "Inclusive Education in India-Challenges and Implications for persons with Special Needs. DPEP seems as a laudable step by the Government of India in promoting Inclusive Education, but much more needs to follow if we have to make Inclusive Education a reality in the coming decades". This study helps researcher in understanding that government policies are very effective but implemented at ground level.

Booth (2011)²⁵ mentions the development of teacher education institution inclusively shall be a great change in the society in the study titled, "The name of the rose: Inclusive values into action in teacher action". Many critical approaches was identified during the research and it was confined that the mainstream participation is very difficult but not impossible. It gives an idea that it instead of preparing teachers

skillfully to handle CWSN; send to to inclusive school for first hand experience and to accommodate them with inclusive values and culture into action and practices. This is one of the studies which develops an understanding that inculcation of values towards CWSN among teachers working with them is essential. This is one of the areas where very few studies have been conducted.

Smith and Tyler (2011)²⁶ conducted a study titled, Effective inclusive education: To equip the inclusive education teachers with required skills knowledge and skills. The main purpose of the research work was to expand and give supplement Course work in traditional curriculum by using web-based material for the development of of teachers and teacher education system. The researcher developed an opinion that web based resource all material while using in the classroom has many advantages. For example access to Universe, convenience interactive, multimedia usage and relatively low cost. The teacher must understand the the usability and durability of the map based resources. The researcher was restructuring the curriculum confidently to put in suggestions for the specific reformed and changes. The tools that are required for educating every student effectively. This study shows an importance of teaching skills in the desired area.

Yu, Su and Liu (2011)²⁷ conducted a study titled, “Issues of teacher education and inclusion in China”. Since last four decades children with disabilities in China were made integrated in general education system; this practice is termed as sui ban jin du, literally “learning in a Regular Classroom” (LRC). The term LRC means ‘receiving special need education in general and common education classrooms’, and this is regarded as a practical form of inclusion in China. “It was found from the study that as a pragmatic model of inclusion in China, the LRC benefits a great number of children with disabilities and continues to allow/permit more children with disabilities to access

equal education”. The study creates an understanding on inclusive education practices in inclusive setups as practical form of inclusion in China.

Amr (2011)²⁸ explored teacher education programmes in the Arab region and the status of teachers’ preparation for working in inclusive education settings. The study was entitled as “Teacher education for inclusive education in the Arab world: The case of Jordan”. It was explored in the results that both in-service and pre-teacher education programmes had lack of specific skillful training which acquaint inclusive education keeping the fact that mini CWSN will enroll themselves in general classroom. CWSN most of the time do not get adequate facilities in the mainstream schools because teachers are under prepared to teach all children, especially those with special educational needs. This study reflects that there is lack of specific skillful training for teachers to deal with inclusive education environment.

Khan (2012)²⁹ initiated a study titled, “A study of the attitudes of the teachers and parents towards Inclusive Education and its effect”. The main area of research was to find out the attitude of of general teachers and special teachers towards teaching CWSN in inclusive education. The researcher studies the attitude of teachers and that is true of parents towards inclusive education. 100 teachers in number were taken for the study and hundred parents were included. The 50% parents and teachers were of general students and 50% of special students as the sample for the study from different inclusive schools of Bareilly city. It was revealed in the results that the attitude of special and regular teachers towards inclusive education do not differ significantly and when compared the attitude of teachers and parents, teachers found better attitude towards inclusive education. This study discuss about the attitude of teachers and parents towards inclusive education. This study develops an understanding of

researcher the attitude of special teacher and general teacher may be one of the variables which can be added in the research in one or another way.

Khochen and Radford (2012)³⁰ taken study on of the attitude of of teachers and academic leader towards children with disabilities in primary school mainstream in Lebanon, a middle income Arab country in the study entitled, “Attitudes of teachers and head teachers towards inclusion in Lebanon”. The results of the study shown that principals and teachers were having positive attitude for the specific needs students towards inclusion in mainstream education system. Here the participants show their reservation about all the students to be included specifically having some behavioural difficulties, social difficulties and emotional difficulties. The another challenge which could be seen in the search was Limited skillful training and specialist teachers. This study develops an understanding of researcher that attitude of academic leader plays an important role in facilitating CWSN.

2.3 Studies Related to Inclusive Education Practices Adopted by Teachers

Quality indicators in inclusive education programmes were studied by Gorne (1997).³¹ The study examined the relationship that exists between regular education teachers’ degree of satisfaction with students with specific disabilities in their classroom. The results shows that teachers were successfully implementing programme quality indicators in the areas of classroom organization, instructional methods, staff collaboration and support, and student social support. Teachers were also concerned regarding professional preparation, training and support. This study develops an understanding of researcher that relationship of regular teacher with CWSN helps in implementing the programmes of inclusive education setup in regular classroom.

Treder (1998)³² has conducted a research study, “Teacher effectiveness and teacher attitudes towards children with special needs-implications for inclusive education”, the comparison was made between the attitudes of typical and effective teachers towards the issues of inclusion of disabled children in mainstream. The findings of the study revealed that adaptive and appropriate behaviour of the students seemed to be very difficult and very critical at the time of their adjustment in the general classroom whereas the difficult and inadequate behaviour of the students but seems to be responsible for their and acceptance. It is also found that the effectiveness of teachers indicated more interaction with students having learning difficulties and shows advanced level of promotion for practicing behaving in inclusive school. This study develops an understanding of researcher that adjustment is one of the variable for CWSN in inclusive classroom.

Ricciato (2000)³³ studied “teacher perceptions regarding new knowledge needed for inclusion of children with severe multiple disabilities. It is found in the results that the professional development needs of the regular and special education teachers were not differ significantly. It also confirmed that the perceived training needs for the teachers are congruent with promising practices identified in the literature”. While teachers agreed on inclusion philosophy, they are concerned with the functional aspects of inclusion which must be examined closely. This study develops an understanding of researcher that professional development of general and special teachers shows significantly positive result. It means that professional development of general teachers may be arranged time to time.

The various studies conducted by researchers at different time and places: Davies and Green (2005)³⁴, Gordon (2005)³⁵, Dada and Alant (2006)³⁶, Van Reusen, Shosho & Bonker (2003)³⁷, Agran, Snow and Swaner (2009)³⁸ seen in this research that

teachers keep positive attitude towards inclusion of disabled children into mainstream. Mastropieri and Scruggs (2006)³⁹ analysed the perception of teachers about inclusion which included 28th survey reports conducted from 1958 to 1995 and found that two third of the teachers were only off the view concept of integration. Moreover, only one third of teachers believed that they had sufficient time, specific skills, adequate resources and specific training which is required for integration. The given study has submitted the result that actually teachers are not prepared skillfully to handle severe kind of disabilities and they fail to to keep positive attitude all the time towards integration of children with disability. This study develops an understanding of researcher that professional development of general and special teachers shows significantly positive result. It means that professional development of general teachers may be arranged time to time.

Anjana (2006)⁴⁰ examined the intervention programme impact in the remediation of reading difficulties among children with learning disabilities in the study titled, "Impact of an intervention programme on the remediation of reading difficulties among children with learning disabilities". The study use pre test and post test in the experiment search which involve three stages for operation; the first one is identification, second is treatment and the third one is post testing. Researcher has taken a sample of of 40 subjects and the age group was 8 years to to 10 years. The subject was of grade IV which was purposefully selected. The three schools of english medium was selected from Panipat District of Haryana state. The statistical technique used was standard aviation, mean and T ratio. The major finding seen in the study were; 1. "The prevalence rate of learning disability in reading among grade IV students was found to be 8.68%. This rate varied from 8.29% to 9.60%. 2. The intervening program in the remediation of reading difficulties among children with learning disabilities was found

to be effective in improving reading skills. 3. The intervention program was found effective with respect to Sound Symbol Association (SSA)". This study give an overview on the effect of intervention programme for CWSN.

Salisbury, C., Gallucci, C., Palombaro, M. and Peck, C. (2007)⁴¹ initiated qualitative research study to know about the practices that promote socialization among primary students with severe disabilities and without severe disabilities in an inclusive setup in America entitled "The administrative climate and context of inclusive schools". First phase of the study was of semi structured interviews of the selected teachers. Interviews were conducted with the series of questions framed to identify various practices used by the teachers to develop socialization among students with and without severe disabilities. Observation method is also used to observe the participant's behaviour to record the report scene in the classroom and which was interpret by the teacher for data collected during interview. In phase 2 focus-group interviews were conducted. The main findings of the study were consisted of five themes that indicated types of practices that educators employed to develop the socialization between children with disabilities and without disabilities in inclusive setup:

- a) Active facilitation of Social-interactions: For enhancing and developing various kinds of social interaction at various level may be considered as an essential practice of cooperative learning. Students are learning with their peer mutually in collaboration and they strengthen their knowledge in a positive direction with the help of social interaction. Many times it was seen that students assess their teachers to take care of their friends who is is disabled in one or another way. There is a commitment for giving equity, every child is assisted who needed it.

- b) Inclusive education teachers worked to create an environment of concern for all.
- c) Teachers performed as role model for accepting all the children despite of dissimilarities.
- d) The work of teachers gets support from various policies and practices within the school like collaborative learning, team teaching, innovative organizational strategies and assigning groups to the students.

This study develops an understanding of researcher that socialization, cooperative learning and interaction could be one of the area which can be taken into consideration while preparing the questionnaire.

Mishra and Kumar (2009)⁴² initiated a research study to examine the impact of strategies used inclusive education on learning and attitude of teachers regarding children with special needs as well as to examine how children with special needs educated in regular schools gets benefited. Twenty disabled students from two schools were randomly selected for case study. It was found in the results that that not only mild and moderate, but children with severe disabilities were seems to be integrated in the primary schools. This study develops an understanding of researcher that adjustment is one of the variables for CWSN in inclusive classroom.

Sharma and Bindal (2010)⁴³ have analyzed that teachers in inclusive setup should be able to solve problems, informally examine the skills of students, ability to find out, understand and use the individual interest of a child and motivate enthusiastically for developing adequate and necessary skills, ability to fix very high and various kinds of alternative expectations which are concerned with the student, suitable to his situation and according to the society where he lives. Teacher helps in diversity e enrollment and recognize various types of diverse needs of students with

their accommodated learned and unlearned skills. Then it becomes easy to use various learning styles, applying appropriate techniques of teaching, methods of teaching, appropriate teaching aids, equipment's and their use, identify various challenges and overcome these challenges on learning, use appropriate assessment and evaluation, create an inclusive community e in the classroom and outside the classroom. This all help every student to enhance their self esteem. This study develops an understanding of researcher that inclusive education setup is very effective for CWSN to solve their problems formally and informally. It helps in reducing the barriers of learning.

Upadhyay (2012)⁴⁴ conducted a study titled, “Impact of Sarva Shiksha Abhiyan (SSA) interventions in primary schools for children with Deaf and Hard of Hearing (DHH)”. Randomly identified 10 schools from SSA and 3 special schools were taken up for the selection of DHH students. Data were collected using intervention inventory schedule prepared by the author as well as the school records available at each sample schools. The study revealed relatively poor scholastic performance of DHH students in SSA school due to several factors and some of the important factors were the combined classrooms, non-use of available amplification devices, and teachers’ disorientation towards itinerant teachers’ intervention. This study develops an understanding of researcher that SSA plays an effective role in the upliftment of CWSN through the education.

2.4 Studies Related to Opinions of Parents of Children with Special Needs about Inclusion

Barrafato (1998)⁴⁵ conducted a study to examine the supports provided to disabled children in an inclusive setup like resources and funds, attitude of teachers and parents, in-service and pre-service training and plan which helps in contributing towards the progress of inclusion of children with disabilities at the level of early

childhood. Certain factors are identified by all parents that are considered important for the successful integration of children in regular classroom. The importance of teaching aids and its usability for the teachers and students, correct in service training for teachers having class size small were stressed. This study develops an understanding of researcher that where there is a involvement of parents and helps in identifying the various types of disabilities and required resources for their children helps the school authorities.

Horton (1998)⁴⁶, researcher is of the opinion that parents of CWSN and parents of general students views on inclusion of CWSN of in common classroom in a study titled, “Opinions of parents of both disabled & non-disabled elementary school children regarding inclusion of disabled of disabled students in regular education classes”. The result of the study shows that parents of CWSN are giving positive opinion for the inclusion of general students with them. Whereas the parents of of general students do not agree totally that CWSN may get enrollment in general classroom. Parents of disabled children were more favourable towards inclusion of their children in inclusive settings in comparison to parents of non-disabled children. It was also observed that the reply of parents are very specific that they have a positive attitude towards different kinds of disabilities were: social, sensory, motor, academic and behavioural from the viewpoints of most acceptable for inclusion to least acceptable. This study develops an understanding of researcher that involvement of parents in identifying the required needs for their children helps the school authorities. Therefor the questionnaire for parents may be prepared for the research work.

Grove and Fisher (2000)⁴⁷ In this study the research literature shows that there is a big range of opinion and views of parents to get enrolled their child having certain kind of disability in a General School in inclusive education setup. Some of the parents

have positive opinion regarding inclusive setup, while others are against inclusive settings. As the trend of inclusive education is growing, other than the enrolment parents are of the view to have safe environment for their child having any kind of disability. It would be very hard for parents to search institutions with educators who have sufficient knowledge about inclusive education for providing appropriate services to the children. It is found in the results that the parents were of the view that the staff in inclusive schools lacked knowledge about the needs of the disabled children. They also found that it is difficult for them to access information from teachers and other staff as well as to provide them the information about the needs of the children. There are divergent perspectives concern to the requirement of the children.

Freeman and Alkin (2000)⁴⁸ In this study the researcher concerns about the type of socialization explained by parents entitled, “Academic and social attainments of children with mental retardation in general education and special education settings”. It was found that parents are also of the view that the child having sever disability may not be admitted in the inclusive school because in that case the peer group will not accept them. The benefits of social implications is defeted, they still of the view that children having severe disabilities would be rejected. This study develops an understanding of researcher that the children of severe disabilities may be included in the mainstream but they found rejected socially by their peer group.

Cuskelly, Gilmore and Campbell (2003)⁴⁹ studied the attitude of community towards the Down syndrome child in regular classrooms. It was found that the parents of Down syndrome students know the educational, social and emotional benefits of enrolling their child in inclusive education but they had seen their child id not well accepted by other general children. Most of the parents felt the needs of students with special needs could be better educated in special education classes. This study develops

an understanding of researcher that the attitude of community plays an important role and therefor it may be considered during the recording of voices of CWSN in the related areas.

Daniel and King (2007)⁵⁰ in a study titled, “Impact of inclusion education on academic achievement, student behaviour and self-esteem and parental attitudes” found parents are really worried for the degree taken by their children’s Individual Education Plan (IEP) actually help the requirment of their children when the children were sent for education in an inclusive setup. This study develops an understanding of researcher that self-esteem and parental attitude plays a vital role in the preparation of individual education programme for different types of disabled children.

Palmer, Borthwick-Duffy, Widaman and Best (2008)⁵¹ in a study titled, “Influences on parent perceptions of inclusive practices for their children with mental retardation” found that parents keep positive attitude and action towards the inclusion because they have to send their child in the inclusive school. They saw the benefit of their chils only. It was observed that the sociolisation of the child is better in general school. Child develops his cognitive skills better in general school and child feel good and motivated in general school. This study creates an understanding of researcher that facilities for mentally retarded (intellectual disabled) children is difficult to provide in inclusive education but due to the influence of parents mentally retarded (intellectual disabled) children are included in inclusive schools.

2.5 Research Gap: Contextualizing the study in relation to literature explored

Researcher had explored the studies related to implementation of various aspects of inclusive education practices, studies related to inclusive education practices adopted by teachers and studies related to opinions of parents of children with special

needs about inclusion. On the bases of these studies it can be said that the environment of the school is not only created by the official discourse, rather, it is simultaneously constructed by the students, who brings meaning to the situation where they live, study, play and interact. This is why, the study also concerns the ideals that evolve and formulated, negotiated and expressed in everyday life of children with special needs (CWSN) at school. Hence, the present research will help to understand the social world of everyday life experiences that often remain uncaptured through the recording and analysis of empirical information. Thus, the research will help several other researchers, students, teachers, and all those working in the field of children with special needs (CWSN) education to understand the embedded issues relating differently abled person in general and in particular as it contributes to understand meaning making in school processes. The researcher thought to unpack and unravel the world of children with special needs (CWSN) as constructed in school life. Actually, different culture, media and other information from the outer world enters the school, and, create a unique culture within school. As a consequence, the students do not remain isolated and get influenced with them and ultimately construct their own understanding of 'life' in school as they are conscious human being that own dreams and aspirations. Further, the study seeks to provide 'alternative' frame that will help to cater to a particular similar marginalized social group. Since the exploration is situated around the ground realities, therefore, the policy makers could be benefited to unravel and unearth the basic issues, at intervention level, since, it provides pragmatic and an in-depth understanding relating to education of children with special needs (CWSN). Furthermore, the linkages between experiences of children with special needs (CWSN), and, their schooling has been traced out which will help the readers in multiple ways- howsoever, they want to utilize the research. The factors taken in the research are potentially relevant and constitute the

basis, due to which, educational development of children with special needs (CWSN) in India has not kept pace with the time. All the above-mentioned concerns raised certain important issues to be explored. Studies on facilities available to CWSN in schools shows, Rane studied the facilities available to CWSN in Maharashtra. The results of the study revealed that the Government of Maharashtra had not done any assessment regarding the facilities available to CWSN. Administrators and institutions had to keep all the resources which are related to CWSN in the school itself. Sharing of resources are not possible. Visuals are not possible every time. Class homework is not possible for ant topic; it has to specify. Training of skilled teachers and their recruitment is essential. Above all the attitude of teachers really matter. If there are all resources and you do not have attitude to use them then every thing is useless. Studies evaluated integrated education facilities for CWSN in schools shows, Singh and Prabha tried to evaluate facilities provided to the physically handicapped students in integrated educational schools of Bihar. It was found that the available facilities were not accessed by the students for whom these facilities were provided. It was also found that although these disabled children are adjusted effectively in their families but the sme environment is not found in the school. Even it is difficult to creat home environment in the classroom because there are no. of children having individual differences. The children and their family members. This study also reflects that the students are not getting adequate facility and there exist a lack of communication with parents. Study attitudes of educator towards inclusion of CWSN in regular education classrooms shows, Eckman showed significant differences in acceptance of inclusion between elementary and secondary respondents. Respondents from elementary schools were in acceptance of inclusion. There were indicators that educators feel that the level of inclusion operating in their school is the best regardless of whether that is 100%

inclusion or mostly special education placement. Research work has been done on education practices adopted by teachers in inclusive setups: Anjana (2006) examined “the impact of an intervention programme in the remediation of reading difficulties among children with learning disabilities, Sharma (2010) Evaluate the influence of inclusive education practices on learning and teacher attitude towards children with special needs”, Upadhyay (2012) studied the Impact of SSA interventions in primary school for children with deaf and hard of hearing. Studies has been done on opinions of parents of CWSN about inclusion also. Harton (1998): has researched on the parents of two types; one is having CWSN and the other having general child. Daniel and King (2007): conducted “a study evaluate impact of inclusive education on academic achievement, student behaviour and self-esteem and parental attitudes. Khan (2012: conducted a study of attitudes of the teachers and parents towards inclusive education and its effect”. The need of the present research arose during researcher’s M.Phil. course of study. During M.Phil. in education, the researcher worked upon education of children with special needs (CWSN) in Delhi and focused his study upon attitude of society and teachers towards the education of CWSN. The proposed area emerged as issue, when the researcher interacted with some samples belonging to children with special needs (CWSN) community. The work is important because it has tried to uncover fascinated life of children with special needs (CWSN) at schools in contexts of resistance, relationship, identities, opportunities, and ways of being. It has captured the voice of experience, feelings and perception of children with special needs (CWSN). Most of the studies conducted and focused on attitudes of regular teachers, special education teachers, principals towards inclusive education. A few studies conducted on perceptions and beliefs of principals and administrators about disability and feasibility of inclusive education at primary level. Another trend found among

researcher to study the roles and responsibilities of para- educators, training needs of teachers, opinions of parents of CWSN or non-disable about inclusive education. Probably very few attempts have been made so far to study the discriminative experiences and discrimination in inclusion education settings. Therefore, a descriptive study on the nature of discrimination with CWSN in inclusive education settings at school level is justifies.